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"Croyez-y" help! Hautes aider-nous!

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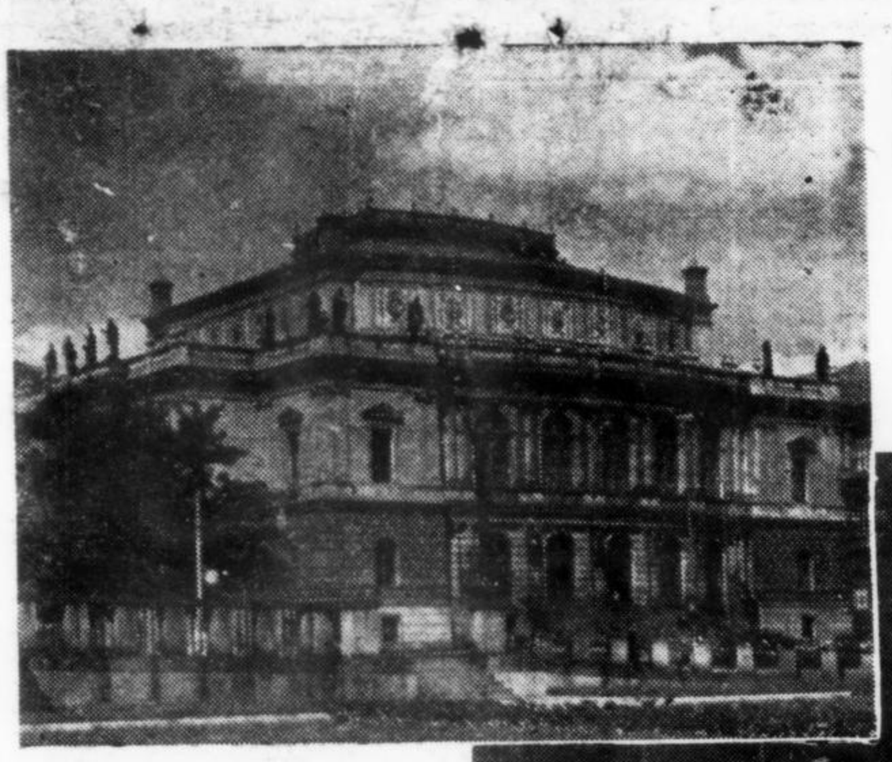
International Theatre Institute Formed in Prague



LEFT: Famed "Artists House", Prague, site of I.T.I. Congress. BELOW: From left to right, Prof. Jean Thomas, M.B. Jedlicka, Dr. J. Huxley and J.B. Priestley (speaking).

PARIS NAMED AS FIRST HEADQUARTERS

WORLD-RENOWNED theatre personalities from twenty countries attended the First Congress of the International Theatre Institute at the Artists House in Prague, June 28-July 3, and together fashioned a concrete programme to direct their art towards the cause of a stronger and richer peace. The meeting was the successful culmination of over two year's preparations for strengthening the bonds between theatre people in all parts of the world.

More than a hundred delegates, observers and spectators attended the opening session of the Congress. Mr. Jindrich Honzl, Director of the National Theatre in Prague, delivered the inaugural address and was followed by Dr. Julian Huxley, Director-General of Unesco, J.B. Priestley, noted British playwright and Chairman of the Provisional Executive Committee of the Institute, concluded the ceremony by thanking Unesco for its help in making possible the Congress and the Czechoslovak Government for the facilities which had been put at the delegates' disposal.

Huxley Stresses Institute's Independence

Before an audience which included the Czech Minister of Foreign Affairs, Mr. Vado Clementis, and Mr. Zdenek Nejedly, Czech Minister of Education, Dr. Huxley stressed that although Unesco had worked to help create the new organization, the Institute would be an independent organization.

He declared that the I.T.I. and Unesco would probably draw up a formal agreement for close cooperation and—with the approval of the Third Session of Unesco's General Conference—Unesco might lend financial assistance to the Institute during its first crucial year. But he pointed out that the Institute would be an "independant, autonomous international body".

Seated on the flower-bedecked stage of the Grand Auditorium of the Artists House were Professor Jean Thomas, Assistant Director-General of Unesco, Benjamin Jedlicka of the Czech Ministry of Foreign Affairs, Dr. Huxley and Mr. Maurice Kurtz, Head of Theatre Affairs at Unesco who handled much of the preparatory work for the Institute.

A Force for Peace

Mr. Priestley in his speech pointed out that there existed a United Nations fund for children and that he hoped the United Nations and Unesco would ensure that the I.T.I., a very new infant, would also not starve.

Any international organization crossing frontiers was at least one thread in the fabric of a world society. The attempt to link theatres together and to ensure that people enjoyed the best of the world's drama showed a movement towards international understanding.

The particular nature of the Theatre, Mr. Priestley continued, compelled those concerned with it to deal with human beings concretely and intimately. From the theatre, people could learn how

(Continued on Page 6.)

Educators Study School Reforms

The Eleventh International Conference on Public Education, bringing together prominent educators from forty-six nations, was held at the Palais Wilson in Geneva, June 28-July 3, and was sponsored jointly by Unesco and the International Bureau of Education.

Nearly one hundred delegates were present at the meetings to hear detailed reports on educational developments throughout the world during 1947-48. The role of school psychologists, the teaching of writing and teaching regarding the United Nations and its Specialized Agencies were also studied.

The Chairman of the Conference was M. Marcel Abraham, French Inspector-General, who is in charge of the Service for Cultural and University Relations with foreign countries, was also head of his country's four-man delegation. The three Vice-Chairmen were M. Georges Alexits, Secretary of State for Public Education in Hungary, Mr. Galen Jones, Director of the Secondary

(Continued on Page 6.)

Museum Directors Gather At First World Conference

Museum directors from nearly thirty nations met in Paris for the First International Conference on Museums, held from June 28 through July 3. More than a hundred delegates from all parts of the world attended the six-day meetings.

Under the Presidency of Chauncey J. Hamlin, President of the International Council of Museums, the Conference studied problems of scientific research, the training of museum personnel, restoration of paintings and other works of art, museums for popular education, and techniques and materials for museum exhibitions.

This was the first conference since the war in most fields of museum activity, and the first international museum conference—including all fields of museum work—ever held. Results of the Conference are expected to have wide influence, especially in developing the educational value of museums and in advancing techniques in teaching with objects.

The Conference opened at Unesco House, and then separated into five working sections which met at the Ecole du Louvre, the Musée de l'Homme, the Musée Pédagogique, Bibliothèque Nationale and Palais de la Découverte during subsequent sessions.

Among the principal addresses were "A Philosophy of Museum Education," by Dr. Charles Russell (USA), "Children's Museums" by Miss Margaret Brayton (USA) and "Mobile Museums" by Mr. M.L. Ashton (United Kingdom). The delegates also heard reports by M. Edouard Michel (France) who spoke of "Museums and Scientific Research" in the field of art, and by M. A. Leroi-Gou-

(Continued on Page 3.)

U.S. Educational Aid Exceeds Eighty Million Dollars

United States voluntary agencies will spend over eighty million dollars on help for educational institutions in 21 war-devastated countries during 1948, according to a report from the Commission for International Educational Reconstruction in Washington.

During 1947, the report added, similar U.S. aid topped eighty-eight million dollars compared with approximately sixty-two million raised in 1946.

Help to Schools

The C.I.E.R.'s report to Unesco was drawn from statements from some 400 national voluntary agencies. A further 115 agencies which reported the year before were so far unable to total their funds raised. "It may therefore be assumed," the Commission reported, "that American voluntary efforts this year are at least keeping pace with and are probably surpassing those of 1947."

Almost the whole of the total has been or will be spent on educational materials and services. Food, clothing and other basic relief accounted for less than five million of the 1947 figure and were supplied solely to schools and teacher groups.

Countries receiving the aid included Austria, Belgium, Bulgaria, China, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Holland, Hungary, Indonesia, Italy, Japan, Korea, Luxembourg, Norway, Philippines, Poland and Yugoslavia.

Many contributions were made by American individuals and institutions without using the services of the national agencies reporting to the Commission. These contributions have totalled about eight million in value annually since 1946.

CHILD EXPERTS MEET AT PESTALOZZI VILLAGE

Problems of war-handicapped children were under study early this month at a Conference of educators and psychologists from nine nations in Trogen, Switzerland. The week-long meeting, first of its kind since the war, was sponsored by Unesco and was attended by some twenty delegates.

The members, including directors of children's villages, exchanged views and experiences on the best methods of re-integrating child victims of the war into normal life.

Each delegate presented a report of his experiences in this field, and the combined reports will form the basis of a study of war-handicapped youth to be prepared by Unesco.

The conference held general sessions and meetings under two commissions. The first studied the material organization of children's villages, problems of staffing, financing and public relations. It drew up plans for an international co-ordinating committee which will assist in raising funds, organizing joint purchases, and arranging exchanges of staff and children, and the "internationalising" of the villages.

The second commission investigated the content and methods of education provided in the villages and means of re-integrating children into normal life. These entailed studies of social and national problems, provision of foster families, the value of psychological and psychotherapeutic treatment and the selection of children.

The Conference was held at the site of the International Pestalozzi Village for war orphans (see Vol. 1, No. 4 of the **Courier** for a more complete story on the village). The Pestalozzi Village, founded in 1946 to care for child victims of the war, has been one of the most successful such experiments.

- Reconstruction Problems of S.E. Asia. Page 2.
- Important Statement on World 'Tensions'. Page 3.
- Hylean Amazon Institute. Center Page.
- Middle East Cultural Influences. Page 7.
- U.N. Radio Calling Peoples of World. P. 8.

Technical Needs Workers Report on Findings

[Editor's note: Unesco field workers have been visiting seventeen countries throughout the world during the past months to obtain first-hand, detailed information of the position of press, radio and film for the Technical Needs Commission. Philippe Soupault, prominent French author who has also edited a daily newspaper and run a radio station, tells in the following notes something of his impressions after surveying five Caribbean countries for Unesco.]

"GLAD to meet you!"

I think that describes the reception I got in the various Central American countries I visited on mission as a Unesco investigator. Now that the initials UNESCO have become a known name, they have acquired a kind of magic power.

By
Philippe SOUPAULT
Unesco Field Worker

I spoke the word as an "open Sesame" before the many doors on which I knocked—and the doors were opened.

Carrying a thick questionnaire, I called on ministries, on trade unions and statistical bureaux. In asking them my hundreds of questions, I had to overcome a certain amount of uneasiness on their part as they realized they were being requested an amount of research and compilation of information which was often considerable.

I had sometimes to argue and to stress the importance to Unesco's Mass Communications programme of knowing the number of newspapers in existence, the size of their editions, the range of broadcasting transmitters or the status of the educational film.

But all the people I consulted were extremely interested in the results I had obtained. My commonest reward was to hear, mixed with advice and explanations, this kind of remark:

"You know, this information is really useful. It brings out all sorts of points which have never before been cleared up."

To my mind, the value of the investigation I undertook in the countries of Central America lies not only in the results obtained, nor in the quality of the answers to questionnaires and in the various complementary notes accompanying them.

It is to be found also, I think, in the person of the investigator, which proves to governments, institutions of all kinds and to individuals that, despite the thousands of miles which lie between them and the Avenue Kléber in Paris, Unesco takes an interest in them, in their work, in their needs, and in what they have achieved.

The impression I got was that the people I questioned were glad to see that the nations forming Unesco were concerned with the special problems of countries, in some cases far away in space and time alike, from the main international current.

I should like to thank all the friends I met as an investigator, who answered my questions with such care and interest as only the published report will fully demonstrate.

India... Pakistan...

Alexander Shaw, former film adviser to the government of India and producer of several British documentaries, surveyed Technical Needs in Pakistan and India for Unesco. The following are some of his impressions of conditions in those countries:

There seems to be an enormous potential for films in both cities and rural areas in Pakistan.

Many films shown are of an informational and feature nature. The dances and songs of India, with all their colour, figure prominently in most films. The Government made a formal request that a Unesco-trained documentary expert be sent to Pakistan to train a documentary unit there, for only now is the first newsreel company being formed.

India, on the other hand, is the second film-producing country in the world. The three centres of the industry are in Bombay, Madras and Calcutta where no fewer than some 400 companies are located.

Indian film production is in the neighbourhood of 250 feature-films yearly, and their average length is nearly twice that of Hollywood films. Although technical and photographic standards are nearly as high as anywhere in the world, there is little effort to produce complicated plots—due probably to the fact that 86 % of the population (340 million) is illiterate.

Some two thousand cinemas serve the population, showing only an occasional foreign film, and these few are usually British or American.

Italy... Hungary...

Pierre Artigue, Belgian foreign correspondent and radio commentator, carried out the surveys in Italy and Hungary this year for Unesco. Here in brief are some of his observations made after his return to Paris.

An outstanding impression is that both Italy and Hungary are making a great effort to revive and expand their mass communication systems.

Italy is seriously hampered by a shortage of trained personnel and printing equipment, although radio networks have attained their pre-war level.

In Hungary nearly nine-tenths of all broadcasting equipment was destroyed during the war. Yet because of the lack of schools, lessons are broadcast by radio throughout large parts of the country.

Hungary has produced the world's lightest typewriter (barely six pounds) made of aluminium. The machine is inexpensive and, tooling now completed, it will be placed on sale this fall.

Unesco House serves as a clearing house for much reconstruction materials. Above shows the departure of a shipment of books for war-emptied libraries.

HUXLEY VISITS CENTRAL EUROPE

Dr. Julian Huxley, Director-General, undertook during June a three-week official tour of five central and eastern European countries to meet with government leaders and to develop closer co-operation between Unesco and the countries. The visit included Yugoslavia, Hungary, Austria, Poland and Czechoslovakia.

The Director-General was able to acquaint himself with the methods of teaching and research favoured in those countries and to note the work being done to safeguard the heritage of folk art and folklore and to preserve nature. In those countries already having National Commissions, these were invited to special meetings where Dr. Huxley was able to ease their work in the early stages by speaking to them in detail of the tasks to be accomplished and of the best methods to be used in the light of experience elsewhere.

On other occasions, contact was made with most eminent representatives of the intellectual world who will furnish the nucleus of future National Commissions Dr. Huxley took the opportunity also to recruit willing aid and expert ability in making effective the Unesco programme, and to encourage certain countries to ratify their membership in Unesco in final form.

Wherever he went, the Director-General was received with the utmost warmth and was able to measure the goodwill and enthusiasm with which Unesco's work is welcomed.

Reconstruction Problems in Southeast Asia

By Mary TREVELYAN

WHEN Occidentals talk of the war-devastated countries, most of them think automatically of Europe, some extend their thinking to China, but few immediately think in terms which include South East Asia. The problems of Europe are so great and so urgent and are so constantly in our minds that it is difficult to remember the equally great problems of countries so remote from us geographically.

But Unesco, an international organization, is interested in all war-devastated countries whether in the West or the East and, as soon as it was feasible, a survey visit was arranged to five war-devastated countries in the Far East.

The five countries surveyed were Burma, Malaya, Sarawak, North Borneo and the Philippines. The tour took exactly six months, from November 6th 1947 to May 6th 1948. More than 30,000 miles were covered, a great many by air, approximately 5,000 by road and 500 by river.

All the countries visited, with the exception of Malaya, have sustained a very great deal of material damage to school buildings. Malaya has been fortunate in that respect, but has had a full share of damage due to deterioration during the war. Many ancient and historic cities in Burma have been razed to the ground. All the small villages up and down the coast of Sarawak were totally wrecked by bombing. Sandakan, the old capital of North Borneo, was 100% destroyed, while Jesselton, the new capital and the only other town in North Borneo, lost 90% of its buildings. Manila, once a fine modern city, now lies in ruins; huge girders hang from stone buildings, streets are still scarred with battle, the fine University of the Philippines and many other colleges in the city may never be rebuilt on their old sites.

The toll of the destruction of school buildings in South East Asia is enormous. The almost total loss of school equipment and school supplies is common to every country, with no exception. The loss of books alone is a catastrophic blow to education. In fact the story of educational losses in South East Asia is the story of Europe all over again. Such science teaching as there was, and the teaching of science is not yet far advanced in these countries, is now almost at a standstill for want of any equipment.

But although the comparison of losses produces very similar pictures in the East and the West, there are some assets in eastern countries which help them greatly in rebuilding education. All these countries have a warm climate and perhaps the people concerned in reconstruction hardly realize how great is their good fortune. War strain, however severe, is easier to recover from in a warm and relaxing climate, and this is particularly so with children. Children's clothing is not a problem. European mothers search desperately for clothing to keep their children and themselves warm during the winter weather. Schools often have to close for several months because the children have not sufficient clothing and the schools have no heating. In the Far East there are no such problems and the children wear, if anything, the minimum of clothing.

In all the countries visited there has always been, throughout the war, *some* kind of food for the children; not always enough and not always the right kind of food, but they have never known real starvation. Largely due to these two blessings, a warm climate and food, there is no real problem of "war-handicapped children" as it is called in Europe. When the great cities were bombed, mothers were able to run with their children into the jungle or surrounding country-side and live there, primitively, but indefinitely. And the fact that they never endured hunger over a long period is shown by the comparatively good health of the children. Many of them have skin diseases due to malnutrition, but very few have been crippled by bombing or have rickets and other diseases through starvation.

And thirdly, all these countries have *wood*, an invaluable gift. In Burma, for instance, almost all the temporary schools are built of bamboo. Even the furniture in some of the very poor schools is made of bamboo. Everywhere there are temporary school buildings, "mat sheds" as they are called. They will not last long, not more than three to five years and they cost five times more to erect than they would have before the war. But at least they provide temporary shelter from the sun and most of them even keep out the tropical rains.

The greatest problem of reconstruction of all five countries is the problem of teachers. In each country the position was found to be serious, in some the solution is hard to see.

In every country visited Unesco received the warmest welcome. South East Asia has suffered greatly in the war but is making gallant efforts towards reconstruction with, so far, little help from outside. They greatly need practical help and encouragement and deserve every appreciation of what they have already accomplished.

This destroyed university is an example of the heavy destruction suffered in the Philippine Islands during the war.

Canadian Campaign For School Help

A campaign by the Canadian Council for Reconstruction through Unesco and the Canadian Appeal for Children has raised a million dollars which will be spent to help restore educational facilities and standards in countries which suffered most heavily during the war.

Allocations of the fund, which was collected by some seventy voluntary agencies in a nation-wide campaign, include:

to elementary and secondary school supplies—$300,000;

fellowships for key personnel to follow 6-month study courses in Canada—$182,000;

to university supplies, including books and scientific equipment—$150,000;

for book projects, including a book exchange scheme to collect and send overseas half a million volumes—$66.750;

to art supplies, food and clothing for needy artists—$46,250;

to assist Unesco's educational reconstruction programme in Europe and Asia—$25,000.

Microfilm Readers To Twelve Countries

Libraries and universities in twelve war-wrecked countries have been allocated thirty microfilm readers by Unesco to assist the rehabilitation of their services. An additional eighteen readers have been ordered and will be allocated to other libraries shortly.

Countries in which the receiving libraries are located include Austria, Belgium, China, Czechoslovakia, France, Greece, Hungary, Italy, Netherlands, Norway, Philippines and Poland. The instruments, useful to libraries in areas where books are in short supply, were bought by Unesco in Paris as part of its reconstruction programme.

Scouts Join TICER

The Boy Scouts International Bureau has joined the Temporary International Council for Educational Reconstruction (TICER) and, through the efforts of its nearly five million members, will greatly strengthen the Council's work in war-devastated regions.

The TICER, an association of 26 international voluntary agencies engaged in educational reconstruction, works in co-operation with Unesco and has headquarters at Unesco House in Paris. Council members represent over 700 national organizations in more than 60 countries.

Since early 1944, the Boy Scout movement has conducted relief work in seven devastated European countries, including organization of child refugee centres and aiding youth education programmes in displaced persons' camps.

Social Scientists Issue Joint Statement on World Tensions

At the end of June, Unesco brought to Paris eight eminent social scientists to consider the causes of nationalistic aggression and the conditions necessary for international understanding. The following statement, signed by each of them, presents the opinions on which all could agree. Its significance lies in the fact that a series of important propositions on the causes of international tensions have been formulated and agreed to by social scientists widely differing in their ideological allegiances.

The following men signed the statement:

Gordon W. Allport, Professor of Psychology, Harvard University; *Gilberto Freyre*, Honorary Professor of Sociology, University of Bahia, Brazil, Professor at the Institute of Sociology, University of Buenos Aires, Argentina; *Georges Gurvitch*, Professor of Sociology, University of Strasbourg, France, Administrator of the Sociological Study Centre, Paris; *Max Horkheimer*, Director of the Institute of Social Research, New York City; *Arne Naess*, Professor of Philosophy, University of Oslo, Norway; *John Rickman*, M.D., Editor, "British Journal of Medical Psychology"; *Harry Stack Sullivan*, M.D., Chairman, Council of Fellows, Washington School of Psychiatry, USA, Editor, "Psychiatry: Journal for the Operational Statement of Interpersonal Relations"; *Alexander Szalai*, Professor of Sociology, University of Budapest, Hungary, President, Hungarian Institute of Foreign Affairs.

MAN has now reached a stage in his history where he can study scientifically the causes of tensions that make for war. The meeting of this little group is itself symptomatic, representing as it does the first time the people of many lands, through an international organization of their own creation, have asked social scientists to apply their knowledge to some of the major problems of our time. Although we differ in the emphases we would give to various parts of our statement and in our views as to its comprehensiveness and implementation, no one of us would deny the importance of any part of it.

We agree to the following twelve paragraphs:

War not Necessary

(A) To the best of our knowledge, there is no evidence to indicate that wars are necessary and inevitable consequences of "human nature" as such. While men vary greatly in their capacities and temperaments, we believe there are vital needs common to all men which must be fulfilled in order to establish and maintain peace: men everywhere want to be free from hunger and disease, from insecurity and fear; men everywhere want fellowship and the respect of their fellowmen; the chance for personal growth and development.

(B) The problem of peace is the problem of keeping group and national tensions and aggressions within manageable proportions and of directing them to ends that are at the same time personally and socially constructive, so that man will no longer seek to exploit man. This goal cannot be achieved by surface reforms or isolated efforts. Fundamental changes in social organization and in our ways of thinking are essential.

Insecurity Fosters Conflict

(C) If we are to avoid the kind of aggression that leads to armed conflict, we must among other things, so plan and arrange the use of modern productive power and resources that there will be maximum social justice. Economic inequalities, insecurities and frustrations create group and national conflicts. All this is an important source of tensions which have often wrongly led one group to see another group as a menace through the acceptance of false images and oversimplified solutions and by making people susceptible to the scapegoating appeals of demagogues.

(D) Modern wars between nations and groups of nations are fostered by many of the myths, traditions and symbols of national pride handed down from one generation to another. A great many current social symbols are still nationalistic, hindering the free movement of thought across political boundaries of what is, in fact, an interdependent world.

(E) Parents and teachers find it difficult to recognize the extent to which their own attitudes and loyalties—often acquired when they were young and when conditions were different—are no longer adequate to serve as effective guides to action in a changing world. Education in all its forms must oppose national self-righteousness and strive to bring about a critical and self-disciplined assessment of our own and other forms of social life.

Mass Media Strong Ally

(F) The development of modern means of swift and wide range communication is potentially a great aid to world solidarity. Yet this development also increases the danger that distortions of truth will reach a great many people who are not in a position to discriminate true from false, or to perceive that they are being beguiled and misled. It must be a special responsibility of U.N. organizations to utilize these means of mass communication to encourage an adequate understanding of the people in other countries. This must always be a two-way traffic. It will aid the cause of peace if nations are enabled to see themselves as others see them.

(G) The prospect of a continuing inferior status is essentially unacceptable to any group of people. For this and other reasons, neither colonial exploitation nor oppression of minorities within a nation is in the long run compatible with world peace. As social scientists we know of no evidence that any ethnic group is inherently inferior.

(H) Many social scientists are studying these problems. But social scientists are still separated by national, ideological and class differences. These differences have made it difficult for social scientists to resist effectively the emergence of pseudo-scientific theories which have been exploited by political leaders for their own ends.

(I) Objectivity in the social sciences is impossible to achieve whenever economic or political forces induce the investigator to accept narrow, partisan views. There is urgent need for a concentrated adequately, financed international research and educational programme.

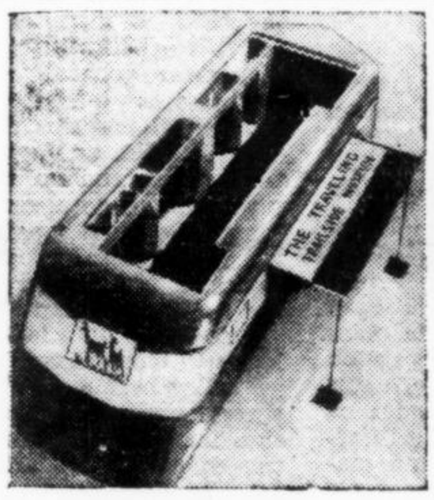
Research Necessary

(J) We recommend, for example, the co-operation of social scientists on broad regional and international levels, the creation of an international university and a series of world institutes of the social sciences under international auspices. We believe that international scientific fact-finding studies could contribute useful information concerning the cultures of all nations and bring to light dangerous insecurities and sources of tension, as well as legitimate aspirations of people all over the world. Equally certain to be rewarding are studies of educational methods in the home, the school, and in youth organizations and other groups by which the minds of the young are oriented toward war or toward peace. From the dissemination of the information resulting from these studies, we may anticipate the emergence of concrete proposals for the guidance of national programmes of education.

(K) The physical and biological sciences in recent years have provided impressive demonstrations of the effect of research. Some of the practical results have been rather to dismay and disquiet the civilized world than to reduce its tensions. The scientists whose research has been used in the development of atomic and biological warfare are not themselves responsible for launching a curse upon the world. The situation reflects the forces now determining the uses to which science can be put. While other factors are concerned, we hold that the chances for a constructive use of the potentialities of scientific and technological developments will improve if and when man takes the responsibility for understanding the forces which work upon him and society both from within and from without.

Real Hope Remains

(L) In this task of acquiring self-knowledge and social insight, the social sciences—the sciences of Man—have a vital part to play. One hopeful sign to-day is the degree to which the boundaries between these sciences are breaking down in the face of the common challenge confronting them. The social scientist can help make clear to people of all nations that the freedom and welfare of one are ultimately bound up with the freedom and welfare of all, that the world need not continue to be a place where men must either kill or be killed. Effort in behalf of one's own group can become compatible with effort in behalf of humanity.



Model of a mobile museum brought to Paris from the U.S.A. for the recent Museums Congress.

Museums

(Continued from Page 1.)

rhan (France) who spoke on the same subject in the field of archeology.

M. F. Gysin (Switzerland) spoke of the training of scientific and technical personnel of Museums and M. T. Rousseau (USA) reported on developments in the field of the restoration of art works. Other reports covered such subjects as "Open-Air Museums" (M. Kjellberg, Norway), "Museums and Historic Monuments" (Professor Maiuri, Italy and Dr. Lorentz, Poland) and the "Creation of a Museographic Documentation Centre" (M. J. Cain, France).

Dr. Grace McCann Morley, head of the Museum Section of Unesco and formerly Director of the San Francisco (USA) Museum of Art, represented Unesco at the Conference and reported on the work of the organization in this field.

The International Council of Museums, which sponsored the Conference, was formed in Paris in November, 1946. It held an interim conference in Mexico, November, 1947, concurrently with the Second Session of the Unesco General Conference.

I.C.O.M. works closely with Unesco in the field of museography and serves as a permanent body of experts for the UN Specialized Agency. Its purpose is to further international co-operation among museums and to be the co-ordinating their work.

With Unesco, I.C.O.M. believes that museums can have great value in furthering understanding among peoples and can have strong influence in the educational training of both youth and adults.

John Rickman, distinguished British psychiatrist, was one of eight experts who met early this month at Unesco House to arrive at a common statement of the basic causes for international tensions. In this article Dr. Rickman tells something of the meeting and of the statement prepared by the experts.

AS A PSYCHIATRIST SAW IT

A Report On Tensions Meeting

By **John RICKMAN, M. D.**
Editor, "British Journal of Medical Psychology"

IMAGINE eight experts, most of them professors, from different countries and belonging to different branches of learning, several of whom had not met before, though some knew each other well: Would you not think that everything was set for a slow-moving and "sticky" conference? The organizers of it started with an experiment—as soon as we sat down at our table each was asked to give an account of himself (not what was on the Academic Records, but what we had done with life).

Four of the eight of us had been in prison, two had to leave their country, and two had been tortured by the Nazis. This showed a bit of what life had done to us: and these incidents helped to make this matter of tensions a real one to us. Incidently we felt after only an hour or so that we knew a great deal about each other and that there was much that it was worth tolerating each other for.

Some spoke quietly as if in a drawing room, one of us as if on a public platform—he leaned over the table, his arms swinging in trugeon strokes as he propelled upon us his appeals that we think of ourselves as Workers—yes, but we liked him, shouting or silent, he was so friendly and sincere.

We were a mixed lot but we each felt the others to be of worth as individuals, and I think this helped us to see more deeply into each other's way of looking at things.

We then each made a statement about our views and plans for research, and questioned each other about them. Then we parted for a long week-end to write our 5,000 word statements which are to come out as a book. Now few things are so dull as 8 statements by experts. The reader is dragged over the ground 8 separate times, it's nearly always dreadful. We are trying to give that book some of the lively cross currents that occurred in our discussions; this is the second technical innovation of our conference. Any contributor can put in notes as often as he likes and say what he likes about the other's statements; no-one will be able to get away with his statement without being questioned, but he won't be allowed to answer his challenger.

Our opinions range from West to East and differ a great deal, but we have quite a bit in common, so much so that despite ideological differences, which were hot and strong, we signed a common statement.

Here is an abstract: see if *you* from your *experience* have much to add on broad principle to the joint opinion of a Professor of Psychology (I'm taking them in alphabetical order of their last names), of Sociology—two of these—a Director of an Institute of Social Research, a Professor of Philosophy, two psychiatrists, and another Professor of Sociology. Here, as I said, are some abstracts.

The problem of peace is the problem of keeping group and national aggressions within manageable proportions and of directing them to ends that are at the same time personnally and socially constructive, so man will no longer seek to exploit man. Fundamental changes in our ways of thinking and in social organization are essential.

We must also so plan and arrange the use of modern productive power and resources that there will be maximum social justice.

Modern wars between nations and groups of nations are fostered by many of the myths, traditions and symbols of national pride handed down from one generation to another.

Parents and teachers find it difficult to recognize the extent to which their own attitudes and loyalties—often acquired when they were young and when conditions were different—are no longer adequate to serve as effective guides to action in a changing world.

The development of modern means of swift and wide range communication is potentially a great aid to world solidarity. Yet this development also increases the danger that distortions of truth will reach a great many people who are not in a position to discriminate true from false, or to perceive that they are being beguiled and misled.

The physical and biological sciences in recent years have provided impressive demonstrations of the effect of research. Some of the practical results have been rather to dismay and disquiet the civilized world than to reduce its tensions. The scientists whose research has been used in the development of atomic and biological warfare are not themselves responsible for launching a curse upon the world. The situation reflects the forces now determining the uses to which science can be put.

While other factors are concerned, we hold that the chances for a constructive use of the potentialities of scientific and technological developments will improve if and when man takes the responsibility for understanding the forces which work upon him and society from within and from without.

It is a task of self-knowledge and social insight, the social sciences—the sciences of Man—have a vital part to play. The social scientist can help make clear to people of all nations that the freedom and welfare of one are ultimately bound up with the freedom and welfare of all, that the world need not continue to be a place where men must either kill or be killed, and that effort in behalf of one's own group can become compatible with effort for humanity. And so it goes on...

But you will want to know the Action Paragraphs—what we propose should be *done*. These, with the reasons why each one was put forward (without the reasons they carry little weight) will appear in that book.

Now, that first statement in my view is **not** the most important product of the Conference. We were, above all, experimenting (again it is my view) with the technique of conferring—I rather fancy that's about as important a job as any in these days.

I don't only refer to meetings of Foreign Ministers and that sort of thing—take the case of the last Committee *you yourself* attended. Would you not like to know more about what really went on? Did the Agenda really cover it, or the Resolutions?

No? And by the way, one of my proposals is a study of the reporting of conferences.

Afghanistan Becomes Latest Member State

The Kingdom of Afghanistan, bordering north-west Pakistan, has joined Unesco, thus becoming the thirty-ninth full member state. Already a member of the United Nations, the Afghan Government notified its intention of joining Unesco earlier this year.

Austria, Switzerland and Hungary, which were admitted as Member-States in November, 1947, have not yet completed all the formalities of acceptance but are treated as full members. Upon their signing and depositing the Instrument of Acceptance, Unesco will have forty-two members.

1948 WORKING PROGRAMME SET FOR AMAZON INSTITUTE

By Dr. Frank J. Malina

HEADQUARTERS COORDINATOR

THE programme of Unesco's Hylean Amazon Project for the remainder of 1948 following the conclusion of the Iquitos Conference in Peru and the meeting of the I.I.H.A. Interim Commission at Manaus has been formulated. This program, directed toward the final preparations for the opening of he I.I.H.A. in 1949, can be divided into two major parts—administrative planning and research planning.

In Latin America the implementation of this program is carried out by the Secretariat of the Interim Commission whose headquarters are in Manaus, the Brazilian city selected as the seat of IIHA.

The staff of the secretariat for 1948 has been provided by Unesco and an agreement made with the Interim Commission that this staff will carry out functions de-

fined by the Interim Commission on the one hand and by Unesco on the other. These functions are complementary and have as a common objective the initiation of the work of the Institute on a sound basis at the earliest possible date in 1949.

Administrative Planning

The administrative planning now underway covers a diverse number of subjects. Recommendations are being drafted to cover financial regulations incorporating provisions regarding the currency in which the contributions of Member States of the Institute shall be payable, the reserve or revolving fund to be established and the procedures for financial administration. Staff regulations for personnel of the Institute and rules of procedure for the Council and the Executive Committee will also be drafted.

A report is being prepared to serve as a basis of a special convention on the privileges and immunities of the IIHA with special reference to the problem of scientific collections to be made by the Institute within the jurisdiction of the Member States.

At the Iquitos Conference the area of the Hylean Amazon to be served by the Institute was not finally defined, and therefore the Interim Commission was instructed to take steps, in conjunction with the countries in the region, to specify the area watered by the Amazon and its tributaries that can be considered to have the same biological characteristics. The map reproduced on this page shows a tentative outline of the Hylean Amazon together with the seat of the Institute at Manaus (Brazil) and the working centers that are to be developed at Archidona (Ecuador), Belém do Parà (Brazil), Iquitos (Peru), Riberalta (Bolivia), San Fernando de Atabapo (Venezuela) and Sibundoy (Colombia).

Each of the States Members of the Institute are to set up national bodies for the maintenance of relations between their respective national governments and the institute, and for the encouragement of the study and development of their national sectors in accordance with the integrated work programme of the Institute for the whole region.

One of the important articles of the IIHA Convention provides for cooperation with public and private organizations engaged in work related to the purpose and functions of the Institute. To this end contact is being made with these organizations, especially with the Specialized Agencies of the U.N. such as the FAO and WHO, which are especially interested in the agricultural, conservation and health problems of this vast tropical region. The relationships between the IIHA and these intergovernmental organizations will be built up without the intermediary of Unesco. Coordination of the activities of the U.N. Specialized Agencies in the Hylean Amazon will be achieved through already established procedures between the Specialized Agencies.

Research Planning

It has been realized that it is not possible to project a research program for the Institute into the distant future except in broad outlines. Of immediate concern is the definition of the Institute's program for its first year of operation, for which the Iquitos Conference set a budget of approximately $300,000.

To assist with these preparations Unesco has initiated three surveys to guide the formulation of the recommendations of the Interim Commission to the first Council meeting of the Institute.

One of the basic principles of modern research requires a survey of work done by researchers in the past and now underway on problems of interest, in order to avoid unnecessary repetition and duplication of effort. To this end a bibliographical index is being put in hand which will cover available published and manuscript knowledge on Amazonic problems.

The scope of the program of the IIHA encompasses both the natural and social sciences. In the field of social anthroposogy, the Hylean Amazon region offers numerous opportunities for significant research on man. The exploratory community study being carried out at present in the lower Amazon is described in a separate article on this page.

At Iquitos the Scientific and Program Committee of the Conference strongly recommended that Unesco, as a part of its activities during 1948, make an experiment with a "team" survey of a limited geographical area of the Hylean Amazon. The valley of the Rio Huallaga in Peru was proposed as a suitable location for this experiment by the Peruvian delegation

Unesco obtained the services of a Mexican entomologist, a Peruvian botanist, an Ecuadorian anthropologist and an U.S. geographer who made a rendezvous in Lima the first week of July where they were joined by a pathologist and geographer provided by the Peruvian Government.

This team of scienlific specialists will traverse the Rio Huallaga valley over a period of about three months collecting information for an integrated report on the characteristics and potentialities of the valley.

At the close of 1948 Unesco will have concluded its role of bringing the IIHA into being. In 1949 the States Members of the Institute will finance the major portion of the activities of the Institute and Unesco will make arrangements to have studies made by the Institute for the purposes of its future program within its budgetary means.

Thus Unesco, through its good offices in bringing together various nations at Iquitos, Peru, demonstrated once again how international co-operation is possible when a specific objective of common interest to diverse peoples is chosen.

Among the few Amazon industries are weaving and pottery making.

A contemporary Brazilian painting inspired by the Tropical Amazon.

THE recent decision of several nations to establish an International Institute of the Hylean Amazon—a step taken with Unesco's assistance and on the initiative of its First General Conference—serves to stress the increasingly important role that Unesco is playing in the field of international scientific co-operation.

It may be useful to explain this role, because there is considerable misunderstanding in scientific circles, as well as among other groups interested in Unesco's work, of the position of this Specialized Agency of the United Nations as regards original scientific research.

Frequently Unesco House receives letters and visits from people who believes Unesco can help them to continue their theoretical or experimental research in biology, chemistry, pathology, soil science or electrical engineering. Also research institutions often submit requests for funds to support worthwhile scientific projects or publications.

Disappointment, unfortunately, usually awaits those who submit such requests.

Unesco's role is defined by its Constitution. In the field of science Unesco aims at:

"assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations

The Hylean Am

Some Press Comments

Probably no other single Unesco project has attracted such widespread public interest as the establishment of the International Institute of the Hylean Amazon. The following are excerpts from a few typical articles published during the past weeks.

Peter van Dresser in the "Scientific American":

"...The Amazon offers a virgin laboratory in which the sciences and social techniques of our civilization, perhaps grown somewhat more mature, may try their skill. The stakes in this effort are the opening up of a land very nearly the size of the United States—and at least equally endowed in natural riches..."

"La Cronica", Lima, Peru:

"...This is the first time that such an expedition has been undertaken under the auspices of a world organization and the Peruvian Government, with useful scientific resources at its disposal... Our vast hydrographical regions hide huge resources to be used by man. On this operation are based the best hopes of a subsequent work in order to justify the aims of this great enterprise."

The "New Review" (Calcutta):

"The blueprint for the opening of the Amazon... marks the beginning of perhaps the most ambitious of international scientific endeavours... The long-range aspects of the huge project concern the civilizing and settlement of the Equatorial vastness, which would start with education of the primitive inhabitants and the promotion of communications by water, land and air across the now almost impenetrable reaches along the world's greatest river."

The Brantford (Ontario, Canada) "Expositor":

"There is the promise of undisclosed resources through making accessible regions blocked off for untold centuries by impenetrable forests. There is the thrill of high drama in this undertaking. More important, it holds the possibility of substantial improvement in the life of the people of South America and, ultimately, the world at large."

Unesco:

Five Ma Of Amaz

THE Conference which established the International Institute of the Hylean Amazon was convened by Unesco and the Governments of Brazil and Peru. Delegates and advisers from ten countries were present at the meetings, held in Iquitos, Peru, from April 30 to May 10, 1948.

Countries represented included: Bolivia, Brazil, Colombia, Ecuador, France, Italy, the Netherlands, Peru, the United States and Venezuela. The Governments of Great Britain and Switzerland sent accredited observers to the Conference.

Six international organizations were officially represented, in-

WHAT IS UNESCO'S ROLE IN SCIENTIFIC RESEARCH?

concerned the necessary international conventions;

"encouraging co-operation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information;

"initiating methods of international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them."

To fulfil these aims, Unesco has developed the following methods in the field of the natural sciences:

Grants-in-aid: A grant-in-aid is an outright payment to a non-governmental or semi-governmental international organization in furtherance of Unesco's constitutional objectives and general program of work, for purposes specified in each case, and without financial return.

A grant-in-aid may be awarded to give "assistance to international organizations for initiating and operating facilities for the world-wide pooling and co-ordination of already-acquired knowledge, the promotion of cultural interchange, the standardization of terms, techniques and apparatus; the maintaining and exchanging of living samples and inanimate objects; and the upkeep of laboratories and other institutions under international control, by means of grants for international education, scientific and cultural institutions and bureaux.

It is understood that no grants so given may be devoted to the expenses of original research of creative activity being carried out in a country by citizens of that country in public or private institutions financed by governmental or private funds of that country".

Contracts: This is an arrangement under which Unesco makes a payment to an educational, scientific or cultural organization for the fulfilment, at Unesco's request, of a task, service, or purpose specified in each case and closely linked with the Programme of Unesco as approved by the General Conference.

Contracts "may be concluded with non-governmental or semi-governmental international organizations which have been granted consultative status for:

1) the organization of international conferences, congresses, symposia, expert committees, etc.;

2) the organization of the Exchange of Persons' programme through promotion and administration of travel grants, fellowships, etc.;

3) the execution of surveys, investigations or other studies;

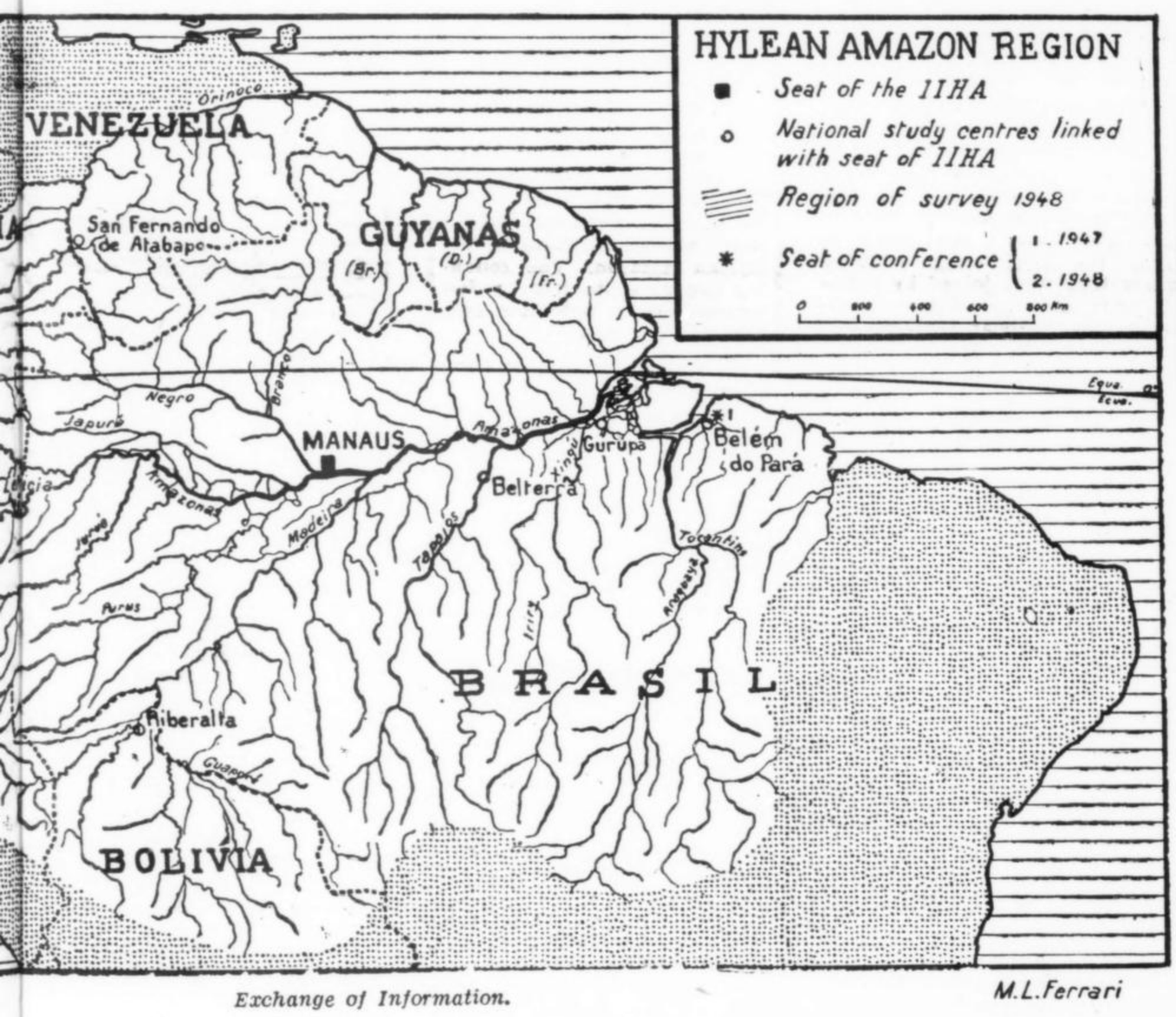
4) the preparation and publication of periodicals, books or other material;

5) the development of new international organizations".

From a careful study of the above rules it will be seen that only under exceptional circumstances can Unesco funds be said to be directly involved in original scientific research.

Scientists and engineers, when they join the Unesco Secretariat, leave their instruments and slide rules behind. They only carry with them a knowledge of the scientific method, a familiarity with some of the implications of science in the modern world, and a faith that relations between peoples can be improved.

mazon Institute



M.L.Ferrari

Exchange of Information.

Major Functions mazon Institute

cluding: the Pan-American Union, the Inter-American Institute of Agricultural Science, the International Council of Scientific Unions, the International Study Conference, the International Bureau of Education and Unesco.

After examination of scientific aspects of the Institute's projected activities, the Conference prepared the following general recommendations:

That scientific expeditions in the Hylean Amazon be carried out preferably by teams of scientists and in limited geographical areas;

That research be concerned with matters of general interest, e.g. problems relating to hydro-biology, the general nutritional conditions of the Amazonian peoples and the agricultural problems connected therewith;

That in 1948 scientists appointed by Unesco carry out research work in a selected area of the River Huallaga region of Peru;

That the formation of a bibliographical index be put in hand forthwith at Manaus with the co-operation of the scientific bodies;

That a yearly sum be set aside for the publication of unpublished works and scientific documents on Amazonia.

National membership in the Institute, according to the terms of its Convention, is open to any Member State of the United Nations or a U.N. Specialized Agency.

The IIHA Council is the highest authority of the Institute, determining its general policies, supervising financial matters and receives the reports on research in the Amazon basin.

A seven-member Executive Committee is designed to make policy decisions between the meetings of the Council.

A Director of the Institute is to be elected, on nomination of the Executive Committee, by the Council, and he shall direct the Institute's activities under the Council's guidance.

Although Unesco's role in the creation of the Institute was especially a preparatory one, the Institute "shall conclude, as soon as practicable, an agreement with Unesco".

The Convention also established an Interim Commission to function until the first session of the Council of the Institute, which —it was anticipated—would be held in the first half of 1949.

SOCIAL STUDIES PLANNED OF AMAZON PEOPLES

By Dr. Charles Wagley

[*Dr. Charles Wagley, Columbia University anthropologist, and Dr. Eduardo Galvao of Brazil are carrying out, under the auspices of the Unesco Hylean Amazon Project, a community study in the lower Amazon region in Brazil. The survey will aid in the formation of a research programme to be carried out in other areas of the Amazon basin by the recently-established I.I.H.A. Before leaving for Brazil, Dr. Wagley made the following observations regarding research in that part of the world.*]

THE tropical environment, the vast uninhabited territory, and the peculiar historial development of the Hylean Amazon region offer unusual circumstances for research in many disciplines of the social and natural sciences.

Such research should focus on man and his past, present and potential adjustment to the Amazon environment. To study this general problem, it will be necessary to call upon many scientists with a variety of specialities. Botanists must study the plants which are used now, which have been used by the Indians in the past, and which may be useful to man in the future.

Soil experts must furnish us with an analysis of the earth from the point of view of present and future agricultural production, and agronomists must tell us what is good and bad about the present techniques of tilling the soil and must seek new methods for greater and more effective production.

Nutritionists will study the vitamin, mineral and energy content of Amazon foods and will tell us what foods are appropriate for the Amazon. Physiologists will study the energy output and other physiologically determined reactions of man under Amazon conditions. Each science has a definite contribution to make to this general problem.

By focusing on the problem of man in relation to the Amazon environment we do not limit the number of scientists and sciences which would participate in the program, but at the same time we do not try to work toward an encyclopedic knowledge of the Amazon without the benefit of a limiting problem.

In such a program, one of the first steps would seem to be a study of the contemporary culture, or way of life, of the present population of the Amazon Valley.

Three racial stocks have contributed to the contemporary Amazon population, and the modern culture contains elements inherited from Portugal or Spain, from Africa, and from the American Indian.

Newcomers to the Amazon are soon forced to adopt many **caboclo** customs and habits. Furthermore, any social planning must take into consideration the habits, values, customs, beliefs and in general the organized way of life of the people who are there.

Therefore, the problem of the social anthropologists in cooperation with other scientists in the Amazon would seem to be to determine the basic patterns of the present culture and to be able in the future to advise social planners as to the feasibility of programs of change in this region. Like the physiological organism, human culture has environmental limitations and environmental reactions, and it must be handled with care.

In order to determine the basic culture of the Amazon region, studies will have to be made by social anthropologists in several Amazon communities within the next few years.

In making these studies the following major points must be covered:

1) History of the region;
2) Sustenance and basic economy (agriculture, fishing, collecting of forest products, commercial system, etc.);
3) Diet and Food habits (objective study of food consumed, food taboos, preparation of foods, cost, etiquette, etc.);
4) Social Life (education, family life, social position and prestige, social classes, clubs, religious organizations, neighbourhood groups, municipal and community solidarity, etc.);
5) The Individual Life (birth child training, courtship, marriage, relations between the sexes, old age, death and mourning, etc.);
6) Religious Life (church organizations, religious festivals, cults, mythology and folklore, etc.).

The arrow is still the main weapon for hunting in the Hylean Amazon Region.

School Reforms Studied

(Continued from Page 1.)

Education Division in the U.S. Office of Education, and M. A. Lattif, Deputy Secretary at the Ministry of the Interior, Pakistan.

Dr. Clarence E. Beeby, Director of Education in New Zealand and Assistant Director-General of Unesco, represented the organization at the Conference, the second to be jointly sponsored by Unesco and the IBE. Addressing the opening session, he stressed the value of co-operation between the two organizations.

"Ideas on education travel slowly", he said, "and the possibilities offered by this Conference of transmitting information and opinions from one nation to another is of the greatest value.

The IBE with its long experience, its surveys, and its conferences, has already done fine work in the field of educational research. However, these activities can usefully be supplemented by Unesco's more practical programme".

Mr. Piaget, Director of the International Bureau of Education, agreed with Dr. Beeby that important results could emerge from close Unesco-IBE co-operation. "In the field of education", he said, "example should play a more important role than compulsion. I am convinced that solutions suitable to the different conditions obtaining in the various countries should be studied, without any attempt to impose a uniform system".

The Conference then heard reports of educational developments in various countries during the past year. Questions followed and some of the most interesting points mentionned were these:

Australia.—The school leaving age was 15 in New South Wales and Victoria and the possibility of prolonging school attendance until that age in other States was being examined... besides the State Colleges for training in academic subjects, the secondary education system included special schools for agriculture, trades, etc... a new experiment is being carried out in courses for immigrants.

Belgium.—Holiday parties for workers are a new experiment for the spare time and holidays of young workers... school broadcasting is organized differently in the Walloon and Flemish parts of the country—it was independent of the Ministry of Education... medico-pedagogic centres are being organized in Brussels, Borinage and near Antwerp.

Burma.—Seventy per cent of the population can read and write, due largely to the traditional education provided in Buddhist monasteries... the education of adults is being carried out by broadcast courses and with the help of the Young People's Associations... language instruction is difficult because there are one hundred and twenty differents dialects.

Bulgaria.—Forty-five per cent of university students have scholarships... illiteracy has been reduced to fourteen percent... education is obligatory to the age of fifteen... primary school teachers are trained for two years; secondary teachers must first attend a university.

France. — School reforms have so far affected pupils between the ages of twelve and fifteen... traditional methods are so far being retained for students above that age... the experiment of the "New Classes" had been carried out this year at the level of the 4th grade... a training course held for teachers in charge of the direction of the new classes had continued its creative development particularly as regards the co-ordination of teaching, the study of environment and the part played by artistic, plastic, or musical training.

At subsequent sessions, delegates exchanged views on the Teaching of Handwriting, School Psychologists and on the various problems concerned with teaching about the purpose and the work of the United Nations. A Chinese speaker suggested the creation of an international documentation centre regarding the UN and its Agencies, and stressed that "much courage and faith" would be necessary to overcome the cynicism and disillusionment of those who did not believe in such teaching.

A French delegate urged that it was necessary to demonstrate that there were three fundamental re-requirements for international peace: mutual assistance between the nations, the surrender of some degree of national sovereignty by each country and the organization of collective security.

A speaker from Brazil pointed to the survey Unesco had carried out among its Member States regarding their progress in developing teaching programmes about the United Nations. "Unesco encountered several kinds of obstacles", he said, "some of these were moral, due to the scepticism with which the United Nations was viewed".

Reports received on educational developments in the countries represented will be published, as also will the Conference's recommendations on Teaching of Handwriting; School Psychologists; and Development of International Understanding Among Young People and Teaching about International Organizations.

I.T.I. -- A Liaison Centre For Theatres the World Over

Maurice Kurtz, author and playright, has been closely associated with preparations for the International Theatre Institute since the idea took tangible form in 1946. In the following article, he explains something of the Institute's purpose and something of what it may accomplish.

By
Maurice KURTZ
Specialist in Charge of Unesco Theatre Affairs.

THE International Theatre Institute is the newest organization on the scene of international art. With its creation comes to a close the two-year production-rehearsal period which focussed upon it the attention of theatre artists, technicians and administrators the world over.

It is an exciting experience to help transform into a living reality the inevitably cold, conventional words of a conference resolution:

> "It was resolved to call an international meeting of theatre experts for the purpose of founding an International Theatre Institute. . ." (First General Conference of Unesco, Nov. 1946.)

Many months of preliminary investigation and study went into the early stages of the I.T.I., giving it its raison d'être and the concreteness which earned for it the active guidance of J.B. Priestley, the enthusiasm and support of Armand Salacrou, Jean-Louis Barrault, Clarence Derwent Tyrone Guthrie and a host of others: professionals, amateurs, public.

A first "reading" of the I.T.I. took place last July when Unesco invited twenty-five theatre experts from fourteen countries in Europe, Asia, North and South America, to decide for or against "production".

Within a few days, these busy, practical-minded theatre folk put together a programme aimed at lowering, if not eliminating, the obstacles which interfere with the international movement of new playscripts, opera and ballet scores, performing companies, and of the various types of information leading to increased and better professional relations between theatre circles of all countries, and therefore, between the people of all countries who flock to their theatres.

In the past year since the July 1947 Conference, I have had occasion to learn with what genuine eagerness many countries look to the establishment of the I.T.I. In fact, twelve of them have given concrete proof of this by constituting national centres :

Austria, Belgium, Brazil, Chile, China, Czechoslovakia, France, Italy, Netherlands, Switzerland, United Kingdom, U.S.A.

Other countries, such as: Argentina, Bolivia, Denmark, Ethiopia, Greece, Norway, the Netherlands, Poland, Sweden, Uruguay, New Zealand and the Philippines are in various stages of organization of their national centres.

The importance of these centres, springing up like guideposts on all continents, has not yet been fully appreciated. For it is an entirely new idea in the arts to organize a precise, all-year theatre programme whose object is to serve the stage and its world everywhere.

The Central headquarters is a convenient tunnel, a clearing-house, if you prefer, but in any case, not The Thing itself. Any other view, I believe, would be pretentious and unrealistic.

In other words, the I.T.I.'s job is to help each nation make known, honestly and effectively and quickly, its best theatrical products: spoken, musical, ballet, dance, amateur, puppets, etc...

The former Société Universelle du Theatre made an admirable between-the-wars attempt to achieve a solid footing in international theatre, but met with the insurmountable indifference inherent to its day.

Now that many more nations are convinced that man's happiness on earth is inseparably linked to good international conduct, this fresh and more mature understanding of world problems gives the I.T.I. a better chance for development and success than its pre-war parent.

With the holding of the First Congress a few days ago, the programme is now set. The objectives are clear. The work is begun—but much more remains to be done.

And it will be, so long as each country has a National Centre functioning as an active source of international theatre liaison between itself and the rest of the world.

Institute Formed

(Continued from Page 1.)

others were living, thinking and feeling.

In Mr. Honzl's brief welcoming address to the delegates, he reviewed Czechoslovak theatrical background from a historical point of view, and said his country would always welcome foreign theatrical companies such as have already often visited Czechoslovakia from Russia, Yugoslavia, France and England

Following the opening addresses, the Congress went into working session. It agreed to hold twice-daily meetings during the six-day conference, and the proposed Charter for the Institute was immediately adopted subject to later committee revision.

In the afternoon session, J.B. Priestley was elected President of the Congress, and Armand Salacrou—the distinguished French playwright and head of his country's delegation — and Jindrich Honzl were elected Vice-Presidents.

Three Committees were then appointed, including one of organization, headed by Mr. Emil Oprecht, President of the Association of Swiss Theatre Directors. A Committee of Information was headed by Dr. Yui Shang-Yuen, of the National Academy of Dramatic Arts in Nanking, and a Committee on Theatre Artists Abroad was led by Dr. Arnold Szyfman, founder and Director of the Polski Theatre in Warsaw.

The Committee on Organization recommended the establishment of a National Theatre Centre in each Member-State.

The Committee on Information emphasized that the National Centres should compile lists of all existing endowments, official and unofficial, for foreign theatrical students within their countries, and should do everything possible to promote the international exchange of persons in that field.

The Committee of Theatre Artists Abroad urged the National Centres to call on their governments to reduce the obstacles which block and hinder the free movement of theatrical productions and companies from one country to another.

Following the Committee work, the Congress elected an eight-man Executive Committee with Armand Salacrou as its Chairman. Other members included:

Erich Nikowitz, prominent actor at the Josefstadt Theatre in Vienna;

Maurice Huisman, Director of the National Theatre of Belgium;

S.I. Hsuing, Chinese author and playwribht;

Jindrich Honzl, Director of the National Theatre of Prague;

Richard Ordynski, well-known Polish metteur-en-scene;

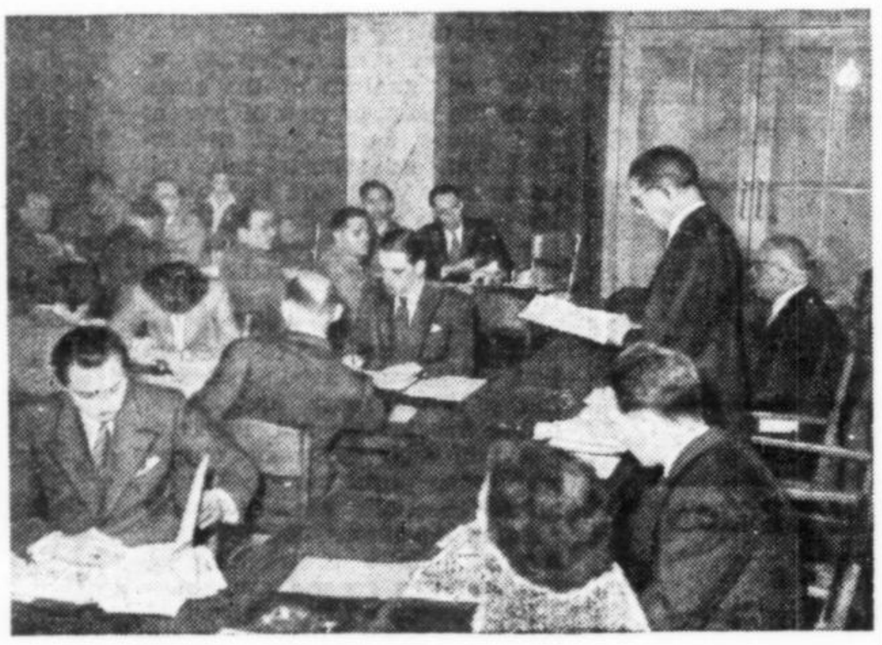
Llewellyn Rees, Drama Director of the Arts Council of Great Britain;

Emil Oprecht, President of the Association of Swiss Theatre Directors;

The temporary headquarters of the Institute was placed in Paris and, as of Jauary 1, 1949, it will be outside Unesco House.

The Belgian delegation offered Brussels for the Second Congress and the Austrian delegation proposed Salzburg to coincide with that city's famed Festival.

The Executive Committee also named Maurice Kurtz of Unesco the Secretary-General of the I.T.I., an appointment to go into effect at the end of 1948 when the I.T.I. budget takes effect.



Reports of educational progress in each country were presented at the Unesco-IBE Conference on Popular Education in Geneva.

Letters from The Readers

To the Editor of the Unesco Courier:

Sir :

The **Unesco Courier** published in its June numoer (vol. 1, No 5) an interesting article entitled 'Work-Plan for Germany'.

I would like to point out that the 'Fédération de l'Education Nationale', whose General Secretary, M. Adrien Lavergne, is a member of the French National Commission for Unesco, has given a good deal of attention to the re-education problem of German youth.

A survey was made in all four zones of occupation, in June-July 1947, by a delegation of our Federation. This delegation of seven members was lead by Mlle Marie-Louise Cavalier, permanent expert of Unesco's Education Section at the French National Commission and member of the temporary Council of the international voluntary organizations dealing with Education, Science and Culture.

The results of our survey have been published in a report of 300 pages entitled 'Allemagne 1947'. This book was printed by the 'Société Universitaire d'Edition et de Librairie' (Sudel).

Moreover, the International Commission for the Study of German School-Books... started its survey in 1947. I have been appointed 'rapporteur général' on this question for the Congress of the International Preparatory Commission on Teaching which is going to take place in Budapest from August 21 to 24, 1948.

Yours very truly,

Emil HOMBOURGER.
Professeur Agrégé de l'Université.

Unesco Library School Planned for England

The first Unesco International Summer School for Librarians, will be held in England during September, 1948.

Some fifty working librarians, drawn especially from war-devastated countries, will come together to study library techniques and equipment during the month-long meetings. Close cooperation in sponsorship of the school is being maintained with the International Federation of Library Associations.

Mr. Raymond Irwin, Director of the School of Librarianship, University College, London, will direct the school which will be held successively in London and Manchester. Choice of participants will be made by Unesco National Commissions or Co-operating Bodies in the member states of the organization and by library associations.

There will be lectures by the school's own faculty and by additional lecturers. Also included will be demonstrations, discussion groups, visits to libraries, exhibitions of equipment and of documentary films. Each student will be expected to bring a written account of public library development in his or her own country.

Librarians who may wish to attend the school should contact their national library association or their Unesco National Commission which will furnish complete details.

CALENDAR OF CONFERENCES CONVENED BY UNESCO

DATE	CONFERENCE	PLACE
6- 9 July	Committee of Experts for the Examination of a Manuscript of Essays on Human Rights.	Paris
7-10 —	Meeting of Experts—Colour reproductions.	Paris
7 —	Seminar: Teaching about the United Nations and its Specialized Agencies.	New York
18 August		
12 July	Temporary International Council for Educational Reconstruction (TICER): Committee of Experts.	Paris
12-17 July	Unesco Executive Board: 8th Session.	Paris
15 July	Seminar: Teachers Education.	England
25 August		
20-22 July	Meeting of Experts on Book Exchange Systems and Distribution Centres.	Paris
21 July	Seminar: Childhood Education.	Prague
24 August		
26-29 July	Committee to establish a World Music Catalogue.	Paris
2-11 August	Commission on Technical Needs.	Paris
2-13 August	Meeting of University Representatives on University Development.	Utrecht Holland

Close Links Traced Between Early Greek-Syrian Cultures

EVER since its foundation one of Unesco's principal objects has been to demonstrate to the nations that they do not exist in isolation and to induce in them a certain unity of spirit by reminding them that civilizations, so far from being closed systems evolving independently, are mutually accessible and enrich each other by exchange.

One of the clearest proofs of this truth is the historic example of the contacts between Arab and Western civilization, of which an account was given to the readers of the *Unesco Courier* (1) in connection with Unesco's next meeting at Beirut. At a time when the dominant idea of mankind was religion, could there be two worlds more in opposition than the Islamic and the Christian, each having a different concept of the Godhead and each regarding the other as pagan and idolatrous?

Yet those two worlds did not remain in ignorance of each other; they lived side by side from the time when the sons of the Prophet occupied all the periphery of the Mediterranean. From their frequent contacts, Europe gained material wealth and intellectual concepts which we use daily almost without realizing it.

The most important element of this legacy from the Arab to the Western world is without any doubt the intellectual element consisting of the sum of knowledge inherited from Greece and transmitted to Mediaeval Europe through the Arab scientists and philosophers of Spain. Encyclopaedic intellects such as Avicenna (Ibn Sina, 980-1037), Averroes (Ibn Raschid), Avempace (Ibn Badja, 1138), as versed in physical science as in metaphysical speculation, transmitted to the Latins the richest treasures of Greece in science and philosophy.

Thanks to them Euclid, Archimedes, Ptolemy, Hippocrates, Galen, Aristotle and Plato were known to Western thought, however imperfectly, long before Europe could make direct contact with them at the time of the Renaissance.

By
J. LEROY
Member of the Asiatic Society of Paris.

In thus passing on the fruits of Hellenic wisdom, the Arabs, in the intellectual history of humanity, were the agents of that "historic continuity" which is one of the major achievements of modern science. Yet those who notice dates cannot have failed, in reading the previous article, mentioned above to be struck by a break in that continuity.

Between the closing of the philosophy schools of Athens, decreed by Justinian in 529 A.D., and the Arab renaissance, which flowered in Baghdad in the second half of the Eighth Century, more than two centuries passed, during which time the Moslem world was fully occupied in conquering the Mediterranean basin. It had neither time nor occasion to take much interest in the "wisdom of the Ancients, ulum al-awa'il", from which Islamic orthodoxy at first tended rather to recoil.

What then during these two centuries was the fate of Greek thought? Who kept it alive? The Syriac-speaking Christians of Mesopotamia.

Singular Universities...

Christianity appeared very early in Mesopotamia. The point from which it first spread was the little kingdom of Osrohene, whose capital Edessa (now Urfa) became officially Christian at the end of the Second Century. From this ancient centre of Semitic culture, little affected by Hellenization, from which it was protected by its language, Syriac, akin to Aramaic and Hebrew, Christianity spread through all the lands watered by the Tigris and Euphrates.

On the Fifth Century theological disputes concerning the nature of Christ gave rise to schism. The Persian churches adopted the Nestorian belief (today represented by about 100,000 faithful dwelling around Lakes Van and Urmiah), while those of Upper Mesopotamia embraced the doctrines of Jacobite Monophysism.

It was in these surroundings, traditionally closed to Greek influence alike by language and by political and geographical situation, that classical culture was kept alive. Syrian converts to Christianity had to learn Greek to read the Old and New Testament and the writings of the Fathers, and this introduced them simultaneously to science and philosophy.

From the Fifth Century onwards there was a veritable positive outburst of phil-Hellenism, whose principal centre was the Persian School set up at Edessa and later at Nisibe and Gandishapur in Iran. In these singular schools, where thousands of students lived cloistered like monks and which might be deemed the first universities since the disappearance of the schools of Alexandria, Athens and Pergamos, there was taught, in addition to strictly ecclesiastical learning, all the science of Greece.

Verbal teaching was backed up by a vast labour of translation. Works on dialectics, logic, astrology and medicine were rendered from Greek into Syriac. The manuscripts which contain them are today the richest treasure of the great libraries of London, Paris and the Vatican, and some of them date from the Sixth Century.

A Court of Artists and Scientists

The transformation wrought in the politics and religion of Mesopotamia and Persia by the Arab invasion reduced this activity a little, but did not entirely suppress it, particularly among the Nestorians. Though the first successors of the Prophet retained his simple way of life, opposed to all material civilization and all worldly learning, the Ommeyads, established at Damascus from 660, converted Islam into a centralized temporal State, with an army of officials recruited principally from Greek and Syriac-speaking Christians. Soon the Court of Damascus took on the appearance of a Byzantine Court in an Arab country.

The revolution of 750, whence sprang the Abbassid Caliphate, accentuated in Islam this tendency towards a political system along the lines of oriental despotism. In Baghdad, founded by Al Mansur in 762, the Caliph became as it were a reincarnation of the Sassanian King of Kings. Like him, he had his harem, his gardens, his hunting, a sumptuous palace, in which were piled the treasures and the arts of Central Asia, the Indies and even China.

Against this fabulous background, worthy of the Arabian Nights, there moved a brilliant Court, where pleasant living was inconceivable without the pleasures of the mind. Poets were welcomed there. It was there that primitive Arab poetry, rude and warlike, gave birth to Court poetry, flexible and playful, "tight as the tracery of the Alhambra". There, too, philosophic thought took wings, exploring problems undreamt of by the first readers of the Koran. And it was this atmosphere of intellectual enquiry that the works of Greek antiquity were translated from Syriac into Arabic.

The part played by Syriac-speaking Christians, whom members of Unesco will find at Beirut represented by the Maronites of the Lebanon, in no way detracts from the importance of the Arab world in transmitting the Greek heritage. Without it, the vast labour accomplished by its teachers, the Syrians of Mesopotamia, would have rested a dead letter, hidden in a tongue hardly known in the West before the 16th Century Renaissance.

(1) Cf. the Arab Cultural Heritage; vol I, No. 3, April 1948

Reproduced from Unesco's latest quarterly review "Museum", an example of Oriental antiquity at the Louvre, Susa Gallery. Achaemenid capital.

Dr. Cheng Describes Close Cooperation Between China and Unesco

INSPIRATION for the United Nations may rightfully date back to the time of Confucius when, some two thousand years ago, the great Chinese thinker spoke of the world as a "single family". Such is the opinion of Dr. Cheng Chi-Pao, who is now in Paris to develop closer co-operation between his country and Unesco.

Dr. Cheng, as Secretary-General of the Chinese National Commission for Unesco, is well acquainted with the efforts of China to participate actively in the family of nations and to share with all other peoples the treasures of her past and her present. While in Paris he has reported to Unesco on the achievements of China towards strengthening international co-operation.

The Chinese National Commission, first organized in August, 1947, has 120 elected members, leaders in the fields of education, science and culture. Divided into six committees, each representing one of the major fields of Unesco activity, the Commission is headed by Dr. Chu Chia-Hua, Minister of Education. Its purpose is to make effective the programme of Unesco in China.

Reviewing the activities of China in recent years towards international understanding and co-operation, Dr. Cheng referred to developments in each of the six programme fields.

In the field of Fundamental Education, he recalled, Unesco and China had jointly called a Regional Conference (September, 1947), bringing together experts from the entire Far East and Pacific areas to discuss common problems and to develop techniques and materials in mass education. China was also developing, in close co-operation with Unesco, a "pilot project" to try out methods in bringing a basic minimum of education and community living to under-privileged peoples.

(Continued on Page 8.)

Some Historic Elements of Persian Painting As a World Influence

PERSIAN painting is a new discovery for Westerners and perhaps even to some extent to the Persians themselves. When in 1910 the Germans held an exhibition of Persian art in Berlin the appreciative eyes of a great many people were turned towards it, especially when the Impressionists and the Expressionists had already widened the scope of their perception. Since then the French and the English have shown their interest in Persian art either by holding similar exhibitions or have attempted to study the subject itself.

Persian painting is in its essence romantic. In its fully matured stage it possesses a delicate touch of reality. This appeared towards the end of 15th century and continued throughout 16th, when Behzad of Herat, the master artist of Timur's court brought the sense of movement, after the manner of Chinese, to his paintings.

He developed the characterization of his figures, introduced landscape and released the art from the restriction of being merely illustrations of texts. Rich blue and gold background became generally accepted as the condition and the carefully coloured red background, which prevailed for a century if not abandoned was skillfully moderated to new fashion.

The art of the age draws the season of gaiety where you have the element of spring even in your summer and winter, where it is a love-scene or a battlefield, a silver-like brightness is over the white-flowers and the leaves are ornamented with shining diamonds. Day and night are often equally bright, rocks are risen to meet the blue sky, and little brooks are rippling while grass shoots up in tender growth.

By
Akbar
M. OSKOUI

The element of space is reduced only to a fantasy and everything is brought under your eyes. A distant tree in the European art remains remote always, lost and insignificant and its values merely lie in the atmophere which it creates in relation to the main theme. This is the normal attitude of the European painter and shows strict fidelity to nature.

But to the Persian artist a tree or a figure behind the object is always large and fascinating in itself so that is shows a value equal to that of the main theme. This is held among, many reasons, to belong to the creative and the free spirit of the artist who looks at nature purely from the angle of his own imagination. But there is a strong influence of Chinese here, the fact that the spectator is placed at the point of vantage above what is represented. He looks down as if from a raised platform so that not only all the figures and object on different planes could be seen without confusion but also the other side of the curtain would be revealed as well.

Animal Forms and Geometric Patterns

The history of painting is very old in Persia but by no means easy to trace. A continuous tradition from the Sassanian period may be traced supported by satisfactory evidence, the relics of which are to be found most abundantly in 12th and 13th Centuries. The most striking manifestations of this early art were animal forms and geometric patterns.

Herzfeld has traced to Sassanians many wall paintings of dancing girls, huntresses and floral decorations of various kinds. But usually the Manichean artist Mani is held by Persians to be the first master artist. His illuminated books being burned and he himself persecuted due to his religious beliefs (A.D. 290), nothing remains to us of his "Arjang" as the collection of his painting was called. In his time Persian painting is supposed to have developed as the servant of religion, because later on when Islam was introduced into the country, painting was denounced on the authority of Hadith, though not specifically by Quran, (there is no clear prohibition of painting in the Quran) by the leaders of religion as someching allied to idolatry.

To admire a representation of the human figure was apt to result in the worship of that figure. Since then the religious authorities have never ceased to frown on painting.

A man during this era, would not be so much represented as indicated.

But the religion did not ban painting altogether. It only limited its subject-matter to designs. Calligraphy starts from here.

Illustrations for Basra and Kufa Quran Manuscripts

Toward the end of the 7th Century in Iraq, Basra and kufa Quran manuscripts with beautiful designs and decorations began to appear, and religion and art for a few centuries worked together in perfect harmony.

Faith, the essential element of all forms of artistic inspiration, was restored, and the artist was confident to work towards something sublime. He no more had the fever of an undecided artist to whom the whole world is given to be represented, while his spirit is divided and his attention distracted. His was a strong faith and his task specific.

In the 14th and 15th Centuries, art succeeded in releasing itself from the narrow lines drawn by theologians and developed rapidly. National literature was revived with genuine enthusiasm. The epic Shah-Nameh of Firdousi was frequently illustrated with representations of Persian heroes. Nizami and Khadju Kermani became increasingly common subjects of painting. The pair of lovers, Khosro and Shirin, Leila and Majoun were favourite subjects with artists.

Strong Chinese Influence

The Chinese influence has been great on Persian painting and miniatures but it was not so strong as to destroy the tradition, while on the other hand it enriched the hands of master artists like Behzad and to some extent Reza and the art still remained Persian in its nature.

The decline came suddenly and since then Persian painting has not yet risen to its past glory. The decline was after Shah Abbas Safvid's reign.

In the 18th century, European painting and engravings were slavishly copied and the typical themes worked by artists were voluptuous women of indolent expression, the artist attempting unsuccessfully to combine a type of occidental and oriental beauty.

An example of a Persian illustration taken from an ancient Persian manuscript the "Bidpaï Fable" preserved at the Bibliothèque Nationale in Paris.

The Story of the United Nations Radio

"THIS is the United Nations calling the Peoples of the World."

In practically every language under the sun this statement has gone out over the air, and in the four corners of the world people have become aware of this new voice speaking directly to them. When the United Nations organization took shape, it was made clear that it must have its own radio system so that "we the people" whose representatives signed the Charter could hear what our governments' spokesmen were doing when they met together.

With the co-operation of the U.S. State Department and the International Service of the Canadian Broadcasting Corporation, and later the facilities of the World Wide Broadcasting Foundation at Scituate, Massachusetts, the UN Radio Division was able to establish a series of transmissions beamed, respectively, to Asia and Australia, Europe, Latin-America, and to the Soviet Union.

From the very first, the United Nations Radio facilities have been at the disposal of accredited radio correspondents and of Delegations who, speaking in their own languages, have been able to present their own un-censored reports to listeners in their own lands; and many hundreds of correspondents and Delegates have availed themselves of this opportunity during the various important meetings that have been held since.

An accredited radio correspondent or delegate is able not only to speak over a UN microphone to his own people, but he can also avail himself of the United Nations Radio recording facilities, and prepare his material in advance. Recording studio facilities, production guidance, all are freely available, and there has been a tremendous output of information about the United Nations from this quarter since the United Nations entered into the broadcasting field.

It is not enough to broadcast short-wave: there must be some guarantee that there are listeners, not only short-wave listeners, but listeners who can hear UN broadcasts on their ordinary medium-wave receivers clearly and from a familiar station. This fortunately has been made frequently possible by the interested and generous attitude of many of the national broadcasting organizations and local stations. And this has no doubt been aided also by the excellence and objectivity of United Nations news bulletins and feature programmes that have been either transmitted overseas by short-wave or, in some cases, recorded and sent out by airmail for relay.

A special programme in 1947, celebrating the anniversary of the signing of the UN Charter, was recorded in the main languages of the world, distributed by airmail, and relayed over national and local stations. Another important programme, prepared on the eve of the General Assembly held at Flushing Meadows in the autumn of 1947, and prophetically and perhaps grimly titled "THE TIME IS NOW" was broadcast on all UN transmitters and widely relayed.

It was estimated that, at the time, probably over 200 million people may have heard this programme, and that it had one of the largest audiences of any single programme.

From a broadcasting booth overlooking a U.N. Session at Lake Success, United Nations Radio newsmen prepare on-the-spot analyses of proceedings.

One of the most notable successes of the UN Radio Division has been in the U.S. "medium-wave" field with a daily quarter-hour programme, "UNITED NATIONS TODAY", made up of selections of the recorded voices of delegates, dispatches, and interviews from UN meetings overseas, and the news headlines, which has been relayed for upwards of a year throughout the United States at a good evening listening time.

As a complement to this daily quarter-hour, a new half-hour weekly summary, in 'magazine' style, was developed for, and relayed from coast to coast by, the Canadian Broadcasting Corporation. Entitled "MEMO FROM LAKE SUCCESS", this UN programme both carries the voices of UN Delegates in important debates, and dramatizes episodes in UN work generally. This show is fed, thanks to the Canadian Broadcasting Corporation's International Service, to New Zealand and—along with the daily programme—provides the New Zealand Broadcasting Service with much useful raw material for a weekly programme prepared there on United Nations.

Feature Programmes

The output of the United Nations has covered practically every important form of talks broadcasting. There are regular news bulletins, there are talk and interview periods, and there are dramatized feature programmes, combinations of all three. The subject matter has usually included current UN developments, using the term in the broadest sense and including regular references to, and broadcasts about, the Specialized Agencies, UNESCO itself in particular, but also FAO, WHO, IRO, and the others, according to their activities at the time.

To carry through with the plans, the Radio Division staff has included a team of twenty or more nationalities, all of them experienced broadcasters. The Director, for instance, is a Canadian; the assistant director a Chilean. A Mexican and an Indian share shifts on the Radio News Desk. Russians and Chinese man the Sections broadcasting in those languages. Belgians join with Frenchmen; Englishmen, South Africans, Canadians, and Australians join with Americans; and a variety of Latin-American nationalities combine, each serving, respectively, the French, English-language, and Latin-American programme of the Division. And in addition, either on the staff, or on a part-time basis, Arabs, Swedes, Danes, Norwegians, and an increasing galaxy of others maintain the output of special language transmissions. It is a busy, interested, picturesque group of people, proving by the very job they are doing how possible international cooperation can be on the human, personal level.

Thousands of Listeners

Although much remains to be done in order to provide the United Nations, and through it all the Specialized Agencies, with a radio broadcasting system that will keep them in direct touch with the individual citizens of the world, and although it would be unwise to over-estimate what has been accomplished, it is nonetheless encouraging to see the extent to which the UN has been successful in the field of radio on sound, practical lines.

Its programmes are widely heard, are widely relayed, are widely followed. The proceedings, which are by no means always entertaining, are nevertheless followed by thousands of people in different parts of the world; and in some circumstances it has been possible for people in the countries most directly concerned to hear as quickly as the audience in the Council chamber itself the decision taken in respect to themselves.

Thus, during the various deliberations on Palestine, the arguments and voting in the General Assembly and subsequently in the Security Council have been heard in Palestine directly, and the interest in these broadcasts has of course been intense. Daily the letters come in to the Radio Division at Lake Success, and daily the interest of the individual listener, and the appreciation of the various broadcasting organizations is made clear.

"The United Nations calling the peoples of the World" is not a voice crying in the wilderness. It is heard from loudspeakers on village housetops and in the homes. Slowly but surely it is becoming a living force. Information, facts and fair reporting are gaining their hold.

Mrs. Eleanor Roosevelt and France's René Cassin broadcast their impressions of a U.N. conference they have attended.

Editors Form World Body

The International Federation of Newspaper Publishers and Editors was formally constituted at Unesco House on June 24 at a meeting attended by representatives of press associations of 12 countries.

Members present included prominent news personalities from France, the Netherlands, Switzerland, the United Kingdom, Luxembourg, Sweden, Norway, Denmark, Italy, Egypt, Belgium. The United States was represented by two observers.

US Unesco Commission To Meet in Boston

The Fifth Meeting of the United States National Commission will be held in Boston, Mass., September 27-29. Much of the meeting will be devoted to reports of the operations in the United States during the preceeding twelve months and to the National Commission's plans for extending its work during the forthcoming year within the framework of Unesco's programme.

Unesco Helps Schools In War-Torn Lands

Further shipments of technical and educational equipment to war-hurt regions have been made by Unesco. These supplies, intended as practical assistance to the efforts at reconstruction, were purchased from Unesco funds set aside for the purpose.

Included are: 394 radios, 268 gramophones, 37 typewriters, 40 epidiascopes, 80 sound projectors and 673 sets of artists supplies, all of which were bought in the United States. The countries receiving the allocations were China, Poland, Greece, Czechoslovakia, the Philippines, Italy, Hungary and Austria.

Additional materials, including books on education, literature and the arts, art reproductions, music scores, musical instruments, microfilm strips and microfilm projectors, are being purchased or awaiting shipment to the countries named.

The epidiascopes, which project images of solid objects as well as coloured pictures, will be used to reproduce pages of books, illustrations and maps in overcrowded schools lacking visual aids. Artists' supplies consist of oil and water colours and canvas panels.

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Dr. CHENG REPORTS

(Continued from Page 7.)

In furthering the interchange of persons across national frontiers, China has sent more than two thousand students abroad to more than ten countries for advanced studies during the past two years. At the same time, China has offered a number of scholarships—particularly to United States soldiers who fought in China—to increase understanding of the country. Six Unesco scholarships are now being allocated to Chinese candidates, Dr. Cheng reported.

In the same way, the exchange of publications and literature between China and other countries has been increasing, Dr. Cheng said. China has especially benefited from gifts of books from England, the United States and France.

In the field of museums and libraries, China still stands today in great need of small popular institutions easily accessible to the general public. Though there are great showplaces—displaying the unrivalled cultural heritage of thousands of years—China needs industrial and agricultural exhibits which are of practical use to the people.

Progress has been made, against serious handicaps of finance, wartime dislocation and shortage of equipment, in developing audio-visual aids for education. Film-

strips, moving and still pictures, phonographs and radios are being used in schools on a gradually increasing scale.

Last year, for example, the Ministry of Education distributed some 2,000 radio sets throughout the country where they were most needed.

China is making a great effort to promote teaching about the United Nations and its Specialized Agencies in schools, but to date there are no definite courses.

In the field of international understanding, the problem in China is not as great as in some other parts of the world. For as long as fifty years ago, textbooks had been largely rid of racialist and nationalist expressions. Universal love, rather than aggression and hate, has always been the strongly predominant aspect of Chinese education—dating back to the time of Confucius who was perhaps the first to teach true internationalism.

The Chinese press is co-operating very well in helping acquaint the people with the work of Unesco and the other United Nations branches. All of the doings of the National Commission are always fully reported, as is all the news sent from the Paris headquarters.

Dr. Cheng declared that the Unesco Field Science Co-operation Office in Nanking was functioning well, with a sub-office in Shanghai.

In general, Dr. Cheng said, the National Commission in China is doing its best to match the spirit of Unesco and to carry out all the essential measures in the Unesco programme. His visit to Paris would ensure a continuing and increasing liaison between the headquarters and the field where the real effect of Unesco's world must be felt.

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